The purpose of this study was to identify which best-practice initiatives were believed by UVA-Wise students, faculty, and administrators to decrease academic dishonesty at their school. The primary research question was: Which best practice strategies to reduce academic dishonesty are perceived to be effective at UVA-Wise? The secondary research questions were: (a) which best practice strategies do UVA faculty members think would reduce academic dishonesty at their institution? (b) which best practice strategies do UVA-Wise students think would reduce academic dishonesty at their institution? (c) which best practice strategies do UVA-Wise administrators think would reduce academic dishonesty at their institution? and (d) what are the differences in the subgroups' responses regarding which best practice strategies would reduce academic dishonesty at UVA-Wise? This quantitative study reported data collected from 159 returned surveys from faculty, administrators, and students at UVA-Wise. The survey collected demographic information, perceptions on the current cheating culture at UVA-Wise, and the perceived effectiveness of fourteen best practice academic integrity initiatives that were identified from the current literature on academic integrity. Survey results revealed a generally favorable set of responses with very little variance. The various constituencies observed less cheating than have respondents to studies at other institutions and have considerable confidence in the college's existing honor system. Each of the fourteen proposed best practices was perceived as potentially effective for reducing cheating at UVA-Wise. Two of the strongest themes were the call for additional communication regarding academic integrity and the desire for more substantive sanctions for cheaters. There were few differences among the subgroups in perceptions of the potential effectiveness of the proposed integrity initiatives. In addition to providing a list of best practice academic integrity initiatives, this study provides a blueprint for institutions wishing to examine their own academic integrity policies.
Title: **Academic integrity and the Internet**

Author(s): Zelna, Carrie Lynn  
Degree: Ph.D.  
Year: 2002  
Pages: 00197  
Institution: North Carolina State University; 0155  
Advisor: Director Peter A. Hessling  
Source: DAI, 63, no. 01A (2002): p. 115  

Abstract: The Internet has a profound impact on many aspects of our lives. Access to family and friends, shopping, and a plethora of information is readily available at the click of a mouse. While most would agree that increased convenience is a positive effect, there are certainly negative effects as well. One of those negative effects is the misuse of this easily accessed information. Through interviews with faculty and students as well as the document analysis of student judicial files and selected web sites, this study focuses on how and why college students are using the Internet to gain unfair academic advantages and the perverseness of the phenomenon.

Henry Murray's (1938) Need-Press Model was used as a framework for exploring the findings. Prior to utilizing the theoretical framework, the question “How do students view the Internet as it pertains to academic misconduct” was considered. The data suggest that students are assimilating the medium into their framework of understanding cheating behaviors.

The findings also suggest that some college students are using the Internet to gain unfair academic advantages using a variety of Internet features: the search function, foreign language translators, web based submit programs, student computer directories, and e-mail and instant messaging.

According to the Need-Press Model, students who are considering Internet cheating as an option would look to the environment for clues as to how others would view the behavior. Based on the data, students who are considering engaging in Internet cheating would receive mixed messages as to whether the behavior is accepted by others in the community. The reasons cited for cheating and the lack of consistent messages from all members of the community suggest that, in some cases, students would perceive Internet cheating as an acceptable alternative to doing their own work.

The findings support the need for additional educational interventions for the community. Students need to be educated as to their role in actively supporting academic integrity, the policies, and the possible consequences of violations, and faculty need to be educated as to the importance of consistency in addressing these issues.

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Title: Academic dishonesty among college students: Themes of the professional literature, 1950--1997

Author(s): Cole, Cathryn Ann

Degree: Ph.D.

Year: 2002

Pages: 00478

Institution: The University of Texas at Austin; 0227

Advisor: Supervisors V. Ray Cardozier Marilyn C. Kameen

Source: DAI, 64, no. 01A (2002): p. 79


Abstract: Academic dishonesty among college students has received increased attention in the professional literature, testament to the issue's perceived significance and seriousness. This study was undertaken to identify the overarching themes characterizing that body of literature, chiefly education and social science sources published between 1950 and 1997. Attention was also paid to consistencies or fluctuations in collective emphases over time, and their perceived association with other historical events internal and external to higher education.

Thematic and contextual material was inductively adduced through historical trend analysis, specifically a redacted form of qualitative content analysis applied to the review and examination of just over 475 journal articles, higher education news accounts, and other selected materials published on the topic during that period. Of particular significance, a number of concerns and issues articulated in relatively recent publications had surfaced much earlier in the literature. Identified themes were described through relevant excerpts from the examined works, many of which spotlighted various historical events within and outside academia. Since cited instances of student dishonesty visibly framed a significant context for many articles, a number of highlighted incidents were chronicled separately.

The overall analysis distilled four overarching themes: (1) Numerous and relatively consistent descriptions of reported cheating levels throughout the focal period underscored common perceptions that academic dishonesty is a serious, widespread problem with an entrenched history, indeed a recalcitrant phenomenon. (2) The stakes of this misconduct are high for many stakeholders in view of who is wronged or what is adversely affected or lost as a result of its perpetration, causing genuine alarm. (3) Critics blamed various parties or specific developments for directly or indirectly contributing to the unwelcome intrusion of student cheating on college campuses and negative conditions that encourage its persistence. (4) Welcome evidence of favorable developments did support a more promising outlook; however, prospects of change often hinged on the predicted or implied success of prescribed courses of action to reduce academic dishonesty or increase academic integrity. Toward that end, future examination of those endorsed strategies and implemented initiatives should prove beneficial.

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Title: The influence of psychological type, self-esteem, and gender on academic dishonesty of students in higher education

Author(s): Fields, Margaret U.
Degree: Ph.D.
Year: 2002
Pages: 00150
Institution: University of Florida; 0070
Advisor: Chair Dale F. Campbell
Source: DAI, 64, no. 03A (2002): p. 737

Abstract: Student academic dishonesty, a complex behavior influenced by multiple situational, contextual, and individual qualities, has gradually eroded higher education. The Center for Academic Integrity reported 75% of students in higher education cheat. Researchers reported in the literature that certain aspects of psychological type may be related to academic dishonesty. Other researchers reported self-esteem and gender to be possible predictors of academic dishonesty. This study examined the relationships among psychological type, self-esteem, gender, and cheating behavior. Cheating included cheating on assignments, quizzes, and exams. Three self-report instruments were administered to 315 undergraduate students from various classes across disciplines at one major southeastern university. The Myers-Briggs Type Indicator, created to measure Jung's theory of psychological type, indicated students' psychological preferences. The Rosenberg Self-Esteem Scale, designed to measure global self-esteem based on Rosenberg's theory, indicated self-esteem scores, and selected questions from the Survey on Student Dishonesty indicated the category of cheating behavior as well as the frequency of cheating behavior reported by the sampled students. A total of 293 sets of questionnaires were complete and legible.

Self-esteem scores were compared to cheating and frequency of cheating with no statistically significant results. Chi-square tests indicated the relationship between cheating and gender was not significant. Analysis of psychological type and cheating using the Selection Ratio Type Table indicated the TF scale was significantly related to cheating behavior. Students who reported a preference for thinking (T) were more likely than students who reported a preference for feeling (F) to cheat on assignments and exams and have at least one occurrence of cheating in college. Students who reported a preference for feeling (F) were more likely than those with a preference for thinking (T) to report no occurrence of cheating. Calculations using logistic regressions indicated the TF scale continued to be a predictor of cheating behavior when combined with self-esteem scores and gender. The TF scale is the only MBTI scale with a difference in preference by gender. Results of this study may thereby provide further explanation of previous research that related gender to cheating.

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Title: Academic dishonesty in graduate programs: Beliefs, perceptions and behavior of students, faculty and administrators

Author(s): Wajda-Johnston, Valerie A.
Degree: Ph.D.
Year: 2001
Pages: 00080
Institution: Saint Louis University; 0193
Advisor: Adviser Paul Handal

Abstract: The current study systematically investigated the definition, prevalence, perceived prevalence and severity of, as well as justifications for and expected responses to, academic dishonesty at the graduate level. A sample of 246 graduate students, 49 faculty and 20 administrators completed surveys regarding academic dishonesty at the graduate level. Students self-reported engaging in the academically dishonest behaviors, with a high of 55.1% and a low of 2.5% of students self-reporting having engaged in different behaviors. Students and faculty were found to rate 40 different examples of academically dishonest behaviors similarly in terms of severity, but faculty tended to underestimate the prevalence of academic dishonesty. Students and faculty also reported how they would idealistically and realistically expect themselves to respond to cheating situations. Students rated 21 behaviors in terms of their likeliness to increase or decrease academically dishonest behavior. The relationships among demographic variables of students and cheating behavior were examined. Suggestions are given for developing a climate or culture of academic integrity in order to address academic dishonesty.

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Title: Evaluation of online students: Methods and integrity issues

Author(s): Sautter, Alberta Carol
Degree: Ph.D.
Year: 2001
Pages: 00166
Institution: The University of Nebraska - Lincoln; 0138
Advisor: Adviser David W. Brooks

Abstract: The evaluation strategies of a course are cloaked messages from the instructor to students, which are used to direct them to the skills and behaviors that are important for success. The purpose of this study was to examine the methods used by online instructors, and to explain their concerns about the academic integrity issues of online instruction.

The instructors of online classes in the University of Nebraska system were surveyed with an adaptive online instrument. The survey asked them to consider an online class that they teach, and a similar campus class that they have taught. The survey specifically considered take home tests, proctored online tests, unproctored online tests, traditional group tests, proctored individual tests, collaborative activities, papers, and projects. Instructors were asked which of these evaluation strategies they used for their online and campus classes. They approximated the percentages that each was used to determine a student's final grade in a course, and selected a reason for including that strategy. Along with personal demographics, the instructors were asked about the size, level, and student characteristics of each class. Instructors also were asked about their integrity concerns with their online classes, and about the possible use of a biometric identification system during online testing.

It was found that instructors used less proctored group exams with their online classes, but more unproctored online and proctored individual tests. Online graduate classes utilize more activities that require deep thinking skills. When online classes become large, instructors utilize fewer authentic evaluation activities, but more proctored and online tests. The most prevalent reason cited for utilizing proctored testing was to control cheating. The most prevalent reason cited for utilizing the other strategies was enhanced learning. Experienced online instructors tended to use less testing with their campus classes, and more authentic evaluation activities.

When instructors were asked about the academic integrity of their online students, their responses covered the entire spectrum of opinion on the subject. While two-thirds of the online instructors felt that a biometric deterrent would help, only forty percent of those thought that they would ever use it.
The current study systematically investigated the definition, prevalence, perceived prevalence and severity of, as well as justifications for and expected responses to, academic dishonesty at the graduate level. A sample of 246 graduate students, 49 faculty and 20 administrators completed surveys regarding academic dishonesty at the graduate level. Students self-reported engaging in the academically dishonest behaviors, with a high of 55.1% and a low of 2.5% of students self-reporting having engaged in different behaviors. Students and faculty were found to rate 40 different examples of academically dishonest behaviors similarly in terms of severity, but faculty tended to underestimate the prevalence of academic dishonesty. Students and faculty also reported how they would idealistically and realistically expect themselves to respond to cheating situations. Students rated 21 behaviors in terms of their likeliness to increase or decrease academically dishonest behavior. The relationships among demographic variables of students and cheating behavior were examined. Suggestions are given for developing a climate or culture of academic integrity in order to address academic dishonesty.
Title: Academic dishonesty: The impact of honor codes on cheating as perceived by student leaders in selected Texas universities

Author(s): Scott, Kim
Degree: Ph.D.
Year: 2001
Pages: 00121
Institution: Texas A&M University; 0803
Advisor: Chair John R. Hoyle

Abstract: Research on academic dishonesty undergirds the dual theory that most institutions of higher education espouse today: Academic dishonesty is both a behavioral problem and a developmental issue. Honor codes, both written and implied, are widely used as a proposed deterrent to cheating. The validity of honor codes as a proactive device of the development of student attitudes and academic integrity is essential. If honor codes are to be helpful in the university setting, academic programming, and planning, then more extensive research is necessary.

The purpose of this study was to determine the impact of honor codes on the academic dishonesty of university students and to define levels of cheating as perceived by university student government leaders.

Survey research methodology was used for gathering and reporting the data. The research population was 350 student government leaders from the four largest public and four largest private universities in Texas at the time of this study. The questionnaire identified four areas: responses to cheating, reasons for cheating, cheating scenarios, and information on the definition, composition, and distribution of the honor code. A usable response rate of 66% (63.5% from public institutions; 67.7% from private institutions) was achieved.

Major findings in this study include two clear trends. Gender was the one individual variable that had a significant relationship to cheating. Males had a higher inclination to cheat and engage in academic dishonesty more frequently than females. The other trend was the unauthorized use of technology as a resource. Universities must implement clearly defined codes of conduct that specifically define academic dishonesty and address the use of the Internet as a source of research data and information.

Universities that develop a strong sense of community among faculty, staff, and students and actively publicize the honor code seem to have a lower occurrence of academic dishonesty and a higher regard for academic integrity.

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Title: Challenging academe's mystique: Applying criminological theories to college student cheating

Author(s): Smith, Tony Richard

Degree: Ph.D.

Year: 2000

Pages: 00219

Institution: State University of New York at Albany; 0668

Advisor: Adviser Graeme Newman


Abstract: Academic dishonesty has garnered a considerable amount of attention from both the academic community and popular media for more than seventy years. Though a considerable body of empirical research investigating the extent and causes of college student cheating exists, the overwhelming majority of contributions have come from two disciplines—education and psychology. Academic integrity has generally been ignored by theoretical criminology and sociology. This is a curiosity since both disciplines profess to study, among other things, the etiologies of deviant behavior but continue to ignore this type of deviance. This study intends to fill this empirical void by testing two competing criminological theories that could be logically and intuitively applied to cheating behavior: Michael R. Gottfredson and Travis Hirschi’s self-control and Robert Agnew’s general strain (GST). Results of the analyses provide modest support for A General Theory of Crime but little supportive evidence for Robert Agnew’s theory. In conclusion, the study indicates that criminological theories should play a prominent role in any future investigations of scholastic dishonesty.

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Title: An examination of how selected colleges and universities promote student academic integrity

Author(s): Bush, David Kenneth

Degree: Ed.D.

Year: 2000

Pages: 00129

Institution: University of Virginia; 0246

Advisor: Adviser Annette Gibbs

Source: DAI, 61, no. 06A (2000): p. 2205


Abstract: The purpose of this study was to examine how member colleges and universities of the Center for Academic Integrity promote student academic integrity.

A modified version of Kibler's (1994) academic integrity survey was sent to the primary contact of the 188 institutions located in the 50 states and District of Columbia. The 53-item survey gathered data on institutional characteristics and seven areas of intervention: promotion of academic integrity, communication strategies, honor code, training strategies, faculty assistance, disciplinary policies, and disciplinary sanctions.

Survey results indicated that respondents utilized an array of interventions to promote academic integrity. Publication of academic integrity policies and procedures for handling alleged violators in handbooks, discussions during new student and new faculty orientation, and the engagement of faculty and students in developing and enforcing academic integrity standards were customary interventions. Efforts to assess intervention strategies and the use of an honor code were reported by nearly half of the respondents. Conversely, among the less popular strategies were the incorporation of academic integrity in training programs, the provision of a class on academic integrity for students, the availability of an exam proctoring service, and the acceptance of anonymous reports of dishonesty.

A Chi-square analysis of survey items, by institutional characteristics, revealed that institutional type (public or private) had 14 items and institutional setting (urban, suburban, or rural) had 4 items that were significant at the .05 level. These items represented six of the seven intervention areas specified in the model. This finding revealed that colleges and universities have taken an institution-specific response to academic dishonesty. Each item is examined and presented.

Although the effectiveness of the intervention strategies discussed in this study was not assessed, college and university faculty and administrators can benefit from this update and expansion of Kibler's earlier research. Whereas much of the literature on academic dishonesty has focused on the nature and extent of the problem, institutions and scholars may use these findings to formulate interventions and guide future research. Pivotal to the successful defeat of this problem is gaining an understanding of what combination of interventions promote academic integrity on a particular campus.

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Abstract: This study explores the attitudes and behaviors of members in the middle school community towards academic dishonesty. The purpose of this qualitative inquiry is to investigate the possible causes, influences, and beliefs that pertain to academic dishonesty in an urban middle school. Research for this study consisted of a formal literature review, participant observer field notes, interviews with students, teachers, and staff, a questionnaire, and student work. Throughout all phases of research, this study indicated a causal relationship between the academic environment and academic dishonesty. After analyzing the issue of academic dishonesty in each phase of research, the study discusses possible methods of challenging academic dishonesty.
Title: Comparing the unmatched count technique with a conventional survey in eliciting admissions of dishonest academic behaviors

Author(s): Weinberger, Michael

Degree: M.S.
Year: 1999
Pages: 00053

Institution: Texas A&M University - Kingsville; 1187
Advisor: Chair Dorothy J. Pace
Source: MAI, 38, no. 03 (1999): p. 806

Abstract: The purpose of this study was to investigate the practical application of a relatively new unobtrusive measure known as the unmatched count technique (UCT). In this study both a UCT and conventional instruments were used to elicit admissions of academic cheating from college students attending Texas A&M University-Kingsville. Academic dishonesty was defined and tested in the form of six specific unethical behaviors. Subject responses to these specific behaviors elicited with the UCT were compared to those collected with the conventional questionnaire. This comparison provided evidence to the practicality and usefulness of the UCT over a conventional method of eliciting admissions to academically sensitive behaviors. The results of this study substantially supported the expectations of the UCT being more likely to tap admissions of dishonest behaviors.
The purpose of this study was to determine the attitudes, behaviors, extent, and types of academic dishonesty that occurred at community colleges in a midwestern state. Sixteen community colleges were invited to participate in the study with seven (42%) agreeing to participate. From these seven community colleges, 338 survey instruments were collected and analyzed.

The findings from this study indicated that 79.1% of the respondents admitted engaging in one or more acts of academic dishonesty, while 45% of the respondents knew they had engaged in acts of academic dishonesty. However, the most frequent number of acts of dishonesty a respondent engaged in was one (11%) of the 15 listed on the survey.

The most prevalent behavior the respondents engaged in was copying a few sentences of material without citing or referencing them in a paper, while students aged 25 and older were significantly less likely than respondents aged 24 and younger to engage in each of the 15 acts of dishonesty listed on the survey. Additional findings indicated that respondents were not likely to report incidents of academic dishonesty to the appropriate authorities and to believe they would get caught cheating in 12 of the 15 acts of dishonesty. Respondents also were likely to believe that their peers cheated more than they do and that their institution's policies and procedures related to academic dishonesty do not discourage students from cheating.

Four conclusions based on these findings are discussed. Community colleges should consider developing orientation and training programs related to academic dishonesty to reduce the overall extent and to educate students and faculty. Also, these colleges should review their current academic integrity policies and procedures to provide alternative methods to handle incidents of cheating, and the consider of new policies. Community colleges should also appoint someone or create a position related specifically to addressing issues of academic integrity and to consider the feasibility of developing an honor code system. Recommendations for future research are provided.
Title: ACADEMIC INTEGRITY POLICIES AND PRACTICES IN COMMON LAW CANADIAN UNIVERSITIES: AN EXAMINATION OF COMPLIANCE WITH NATURAL JUSTICE

Author(s): WOODS, JOHN TERRENCE

Degree: PH.D.

Year: 1998

Pages: 00128

Institution: BOWLING GREEN STATE UNIVERSITY; 0018

Advisor: Adviser: DONALD G. GEHRING


Abstract: The purpose of this study was to assist Canadian university administrators with creating and enacting academic integrity policies. The study sought to identify an academic integrity policy Canadian courts would likely agree is in compliance with natural justice. The impetus for this dissertation was the importance of the legal concept of natural justice and its use in the administration of academic integrity policies in Canadian universities. Canadian university administrators should know what policies and practices provide procedural fairness as outlined by the courts. Canadian university administrators also need to know where their codes of academic conduct are in conflict with, or fall short of, court-defined requirements of natural justice. These are important factors to consider if Canadian universities are to avoid acting unfairly, and also to avoid the potential for costly litigation.

The central thesis of this study was that a discrepancy between espoused and enacted values exists, both in academic integrity, and in natural justice. Each of these discrepancies was examined to outline the implications of these findings for future policy and practice. The study found that there are philosophical and cultural underpinnings supporting academic integrity in the Canadian university setting. The data yielded from an analysis of all of the codes of conduct and from the survey responses, however, conflicted somewhat with this espoused value. Perhaps the most surprising finding in this area was that university administrators sometimes did not even know the full extent of the academic dishonesty problem.

With regard to natural justice, the study found academic dishonesty cases are often handled informally by instructors and professors. Perhaps this decentralized and informal approach to handling matters of academic misconduct is a function of academic freedom. The study found, however, that the requirements of natural justice can often be undermined with the use of informal proceedings.

This researcher contends that in order for practices to be consistent with the espoused values of the institution, academic codes of conduct must be both specific and explicit. Moreover, the legal definition of natural justice discerned from the body of relevant case law would seem to indicate the courts agree.
Title: ACADEMIC DISHONESTY ATTITUDES AND SELF-REPORTED BEHAVIORS IN A UNIVERSITY POPULATION (CHEATING)

Author(s): ZIMMERMAN, JILL
Degree: PH.D.
Year: 1998
Pages: 00179
Institution: UNIVERSITY OF NEW ORLEANS; 0108
Advisor: Advisor: TED REMLEY

Abstract: The purpose of this study was to investigate undergraduate and graduate students' attitudes and self-reported behaviors related to academic dishonesty at one urban commuter institution in the South (N = 2,441). A self-reporting scantron survey was developed based upon McCabe's (1990) original survey that identified a number of different types of cheating behaviors. The following research questions were addressed: (a) Is there a relationship between students' cheating attitudes and their self-reported behaviors? (b) Do any demographic variables (gender, age, cultural background, major, class level, length of enrollment) either individually or in combination have a relationship to students' cheating behaviors? (c) Do any demographic variables either individually or in combination have a relationship to students' cheating attitudes? (d) Is the cultural compatibility of students with their institution related to students' cheating behaviors?

A factor analysis was conducted on the questions that focused on attitudes and cheating behaviors. These factors were used to manipulate the data using a multiple regression formula and ANOVA procedure. Descriptive statistics were provided for the independent variables of gender, age, cultural background, major, class level, and length of enrollment at the university.

This study found that the more negative the students' attitudes were related to cheating, the more they engaged in cheating behaviors. In addition, students believed that the faculty and the university's responses to cheating were inconsistent and that the faculty were not very diligent in catching students who cheat. The data also suggested that younger males cheat more than older females and felt more pressure to do so. One exception was in the area of misrepresentation of scholarship where younger and older students both reported engaging in this form of cheating. In general, students majoring in Liberal Arts reported less cheating than students in other majors. In addition, students who expressed less cultural compatibility with the university cheated more than students who were more culturally comfortable.

Recommendations for higher education include communicating clearly to students what constitutes cheating, and developing specific methods for educating the faculty to communicate this message to students. Strong emphasis should be placed on consistent enforcement of penalties so that all faculty can adhere to and follow though with these guidelines. Disposition of cases should be reported so that students and faculty know the outcome. Specific recommendations for addressing academic integrity with younger students, particularly younger males, including focusing on groups at orientation, in fraternities, in residence halls, and on athletic teams. Since this study found that students who are culturally incompatible are more likely to cheat, special attention needs to be given to students who are culturally incompatible with the university to increase their comfort level with the campus community.

This study and others have concluded that college students cheat. Researchers need to begin to test specific programs aimed at students and faculty to determine if program interventions can change students' attitudes toward cheating thereby changing their cheating behavior.
Title: THE RELATIONSHIP BETWEEN THE ACHIEVEMENT STRIVINGS AND IMPATIENCE-IRRITABILITY COMPONENTS OF THE TYPE A BEHAVIOR PATTERN AND ACADEMIC DISHONESTY

Author(s): FUSE, TIFFANY KATHLEEN
Degree: M.S.
Year: 1998
Pages: 00041

Institution: SOUTHERN CONNECTICUT STATE UNIVERSITY; 0928
Advisor: Adviser: SHAWKY KARAS
Source: MAI, 36, no. 06, (1998): 1696

Abstract: This study examined two components of the Type A behavior pattern, achievement strivings and impatience-irritability, and their possible correlation with academic dishonesty. Participants were 100 university students. Academic dishonesty was measured by both self-report and direct observation. Neither impatience-irritability or achievement strivings were found to be associated with either measure of academic dishonesty. Additionally, the two components of the Type A behavior pattern were found to be correlated.

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Title: CHEATING AND MOTIVATION: AN EXAMINATION OF THE RELATIONSHIPS AMONG CHEATING BEHAVIORS, MOTIVATIONAL GOALS, COGNITIVE ENGAGEMENT, AND PERCEPTIONS OF CLASSROOM GOAL STRUCTURES (ACADEMIC DISHONESTY)

Author(s): BLACKBURN, MARCY ANNE

Degree: PH.D.
Year: 1998
Pages: 00267
Institution: THE UNIVERSITY OF OKLAHOMA; 0169
Advisor: Major Professor: RAYMOND B. MILLER

Abstract: Academic cheating was examined from a motivational perspective. Two constructs served as the basis for exploring relationships between cheating and intrinsic motivation: intrinsic motivation for cheating (the degree to which students experienced “flow” during acts of cheating) and optimal challenge (the match between student skill level and class challenge level). Relationships between cheating and achievement goals (learning goals, performance goals, and future consequences), perceptions of ability, cognitive engagement (effort, persistence, self-regulation, and deep cognitive processing strategies), and perceptions of classroom goal structures were examined by testing the efficacy of a motivational model for predicting engagement in cheating behaviors. Early in the semester education students from two universities completed instruments measuring achievement goals, perceived ability, cognitive engagement, and perceptions of classroom goal structures. An instrument measuring engagement in cheating behaviors, reasons for cheating, and intrinsic motivation for cheating was administered at the end of the semester.

Seventy percent of the students reported cheating in the first class they attended each week. Approximately 20% of the those who cheated indicated they were intrinsically motivated to do so. Regression analyses revealed curvilinear relationships between the match between students’ skill levels and class challenge levels and cheating, effort, and learning goals. Students who perceived their skills for performing in a class to be well below or well above the challenge level of the class cheated more frequently, put forth less effort, and were less likely to adopt learning goals. Students’ achievement goals (learning goals, performance goals, and future consequences), perceived ability, and interactions among goals and perceived ability were significant predictors of engagement in cheating behaviors. Deep processing strategies and perceptions of student autonomy accounted for additional variance in cheating beyond that accounted for by achievement goals and perceived ability. Results indicate the importance of considering cognitive and motivational factors within both the student and the classroom environment in order to gain a better understanding of academic cheating. The quality of instruction and the characteristics of those who deliver instruction are likely the keys to reducing the amount of cheating taking place in today’s classrooms.

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This study examined academic dishonesty of undergraduate students in two disciplines (business and arts and humanities) at a public university in the southeast. Students' views regarding the nature of academic dishonesty (i.e., what is and what is not considered cheating) were examined and the extent to which 14 specific types of academic dishonesty occurred. Subjects included 400 students (98 percent response rate) enrolled in upper-division (junior and senior level) courses during the fall 3nd spring of 1997 and 1998.

The research questions were: (1) To what extent, if any, do students view certain academic behaviors (academic dishonesty) to be cheating? (2) What is the relationship between major field of study and students' views regarding certain academic behaviors (academic dishonesty)? (3) To what extent, if any, do students view cheating to be common among other students? (4) What is the relationship between students' major fields of study and their views regarding the commonality of cheating among other students? (5) To what extent, if any, do students report engaging in certain academic behaviors (academic dishonesty)? (6) What is the relationship between students' major fields of study with regard to certain self-reported academic behavior (academic dishonesty)? (7) To what extent, if any, do faculty reported instances of student cheating differ between business and the arts and humanities over a three year period? The McCabe Academic Integrity Survey was used.

The major findings of the study were: Students viewed cheating on examinations and plagiarism to be an occasional occurrence; Students reported that they had engaged in seven types of cheating behaviors at least once while enrolled at the institution. Cheating behaviors included: getting questions or answers from someone who had already taken a test; helping someone else cheat on a test; copying material, almost word for word, from any source and turning it in as your own; fabricating or falsifying a bibliography; receiving substantial, unpermitted help on an assignment; working on an assignment with others when the instructor asked for individual work; and copying a few sentences of material without footnoting them in a paper. Students viewed five of the fourteen cheating behaviors to be 'trivial' forms of cheating (i.e., getting questions or answers from someone who had already taken a test; fabricating or falsifying a bibliography; receiving substantial, unpermitted help on an assignment; working on an assignment with others when the instructor asked for individual work; and copying a few sentences of material without footnoting them in a paper). No significant relationship was found between students' major fields of study and their views regarding the nature of cheating, the commonality of cheating among other students, or rates of self-reported cheating.
RESPONDING TO ACADEMIC DISHONESTY: FACULTY AND STUDENT PERSPECTIVES (CHEATING)

Title: RESPONDING TO ACADEMIC DISHONESTY: FACULTY AND STUDENT PERSPECTIVES (CHEATING)

Author(s): BOWER, DOUGLAS J.
Degree: PH.D.
Year: 1998
Pages: 00239
Institution: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN; 0090
Advisor: Adviser: DEBRA D. BRAGG

Abstract: The prevalence of academic dishonesty in American higher education is well documented. Neglected in the research is how faculty respond to academic dishonesty and the perceptions of students as to how faculty respond. Using a survey research design with a sample of faculty and students at two universities, this study examined faculty and student perceptions related to the role of faculty in promoting academic integrity and responding to academic dishonesty. Furthermore, with a focus on institutions which classify academic dishonesty as a disciplinary matter, the study examined how policies for responding to academic dishonesty are applied and the relationship of the application of these policies to student academic dishonesty.

Questionnaires were designed by the researcher, using scenarios, to gather data relative to faculty response to academic dishonesty. The same scenarios were presented to both faculty and students. A total of 405 faculty and 850 student surveys were completed and analyzed using descriptive and correlational statistical techniques.

Results indicated that: (1) faculty theoretically understand and accept their role and responsibilities related to the promotion of academic integrity; (2) faculty do not recognize or choose not to recognize the magnitude of the problem of academic dishonesty; (3) faculty prefer to decide the appropriate punishment for incidents of academic dishonesty on a case-by-case basis rather than imposing the university recommended punishment of a failing grade in the course; (4) faculty tend only to report the most severe incidents of academic dishonesty; (5) faculty appear more likely to report incidents of academic dishonesty to a central administrative unit than to a faculty-chaired council; and (6) students recognize that faculty are unlikely to detect, severely punish and/or report incidents of academic dishonesty.

Implications for policy and practice, recommendations, and suggestions for further research are also presented.

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This research studied the attitudes and practices of teaching faculty regarding student academic dishonesty at a two- and a four-year institution of higher education. The entire population, 708 full-time and part-time faculty, from a university and a community college were surveyed during the Fall 1997 term.

The faculty were surveyed while controlling for the number of years of college teaching experience and full-time/part-time employment. These data were analyzed using three-way ANOVAs. Each institution was tested individually using the following independent variables: years of college teaching, full-time/part-time employment, gender, faculty status, and classification of students taught. Data were analyzed using one-way ANOVAS and t-tests.

The following findings were determined: (1) Faculty defined student academic dishonesty similarly at both institutions. (2) Faculty did not observe large amounts of student academic misconduct, however, their observations increased with increased number of years of college teaching experience. (3) Years of college teaching determined how faculty reacted to incidents of dishonesty. The top two faculty responses were discuss the cheating incident with the student and to ignore the incident. (4) Moderate numbers of faculty used proactive actions to reduce cheating. (5) Faculty attitudes toward student dishonesty tended to be different based on full-time/part-time employment, years of teaching, and institutions. (6) Faculty were less than moderately aware of student academic misconduct policies at their respective institutions. (7) Slightly more than half of the faculty at the four-year institution perceived student academic dishonesty to be a problem while 29% of two-year faculty perceived dishonesty to be a problem. (8) Less than half of the faculty from both institutions believe dishonesty had increased in the past five years. More faculty at the community college indicated observing an increase in student academic dishonesty.

When the institutions were examined separately, years of college teaching was the most consistent independent variable. The results of full-time/part-time employment, gender, tenure/permanent or non-tenure/probationary status, and classification of students taught were inconsistent.
Title: A STUDY OF FACULTY AND STUDENT PERCEPTIONS REGARDING CHEATING BEHAVIORS AT A SMALL PRIVATE COLLEGE IN NORTHEAST INDIANA (ACADEMIC DISHONESTY)

Author(s): WALLS, JEFFREY L.

Degree: ED.D.

Year: 1998

Pages: 00226

Institution: BALL STATE UNIVERSITY; 0013

Advisor: Adviser: PETER J. MURK


Abstract: The subject of this study was academic cheating among college students. Academic cheating has been described as both epidemic and endemic. It is considered a significant problem because it is occurring on all college campuses with high frequency and because it undermines the foundation of the college as a learning institution. A review of the literature on cheating behaviors revealed percentages of self-reported cheating ranging from 23.7% to 98%.

The present study explored the relationship between academic dishonesty and student backgrounds, along with student attitudes. A replication of the research previously done by Melody Graham, Jennifer Monday, Kimberly O'Brien, and Stacey Steffen, (1994) was conducted at Indiana Institute of Technology (IIT). The faculty and the students were included in the research study. Three main areas explored in the present study concerned the relationship of student background variables, perceptual differences between faculty and students, and faculty background variables to attitudes of cheating. More lenient attitudes toward cheating were found with the variables of race, religiosity, coming from urban areas, living in dorms or college apartments, majoring in business, and playing sports.

The findings of the present study indicated that 94.81% of the student respondents had engaged in one of the seventeen cheating behaviors that were identified in the Graham et al. study. However, these seventeen cheating behaviors included some acts that were less serious than others. Also, it should be noted that many students engage in such behaviors infrequently. The seventeen behaviors along with an explanation of the tabulations for the 94.81% statistic, were included on pages 221-222 of the study. The severity rating of each behavior was listed in Table 7, page 134.

A Synthesis Model of Cheating Decision Making was developed as an implication of the research conducted for the present study. This Model can assist faculty in understanding the cheating decision process of students. Also, students can use the Model to facilitate a self evaluation of their decisions.

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Academic dishonesty in higher education has received much scholarly attention in recent years, which is likely due to the implications that such behavior has regarding other deviant or criminal behaviors. However, only a small amount of this research has been based on theoretical models of deviance. This study presents an extended rational choice model explaining student decisions to cheat on a college examination. This causal model specified that individuals' perceptions of expected utility (e.g., anticipated external sanctions, perceived pleasure, etc.) would explain a significant amount of variation in students' intentions to cheat, as well as account for much of the effects of various categories of antecedent variables (e.g., demographic factors, personality traits, etc.) on student cheating intentions. Furthermore, it was predicted that the effects of rational choice variables on cheating intentions would be conditioned by students' moral beliefs regarding test cheating.

This extended rational choice model of cheating was tested using scenario data collected from a sample of students at a large, public university (N = 598). Estimated bivariate correlations supported predicted relationships between 33 (of 36) independent variables and students' self-reported cheating intentions. Generally, ordinary least squares regression analyses supported the proposed rational choice model of test cheating. Specifically, rational choice variables accounted for a significant amount of the effects of antecedent factors (e.g., social environment) on student intentions of cheating. Additionally, regression analyses demonstrated that demographic, situational, and most social environment variables did not have predicted effects on cheating intentions when other determinants were controlled, whereas personality, disposition, and rational choice variables had independent effects on students' cheating intentions.

Subsequent regression analyses showed that the extended rational choice model accounted for more variation in cheating intentions for students who had low moral beliefs regarding test cheating, but mixed support was found for the prediction that individual rational choice variables would have stronger effects on students with low moral beliefs. Additional analyses demonstrated that antecedent variables explained a significant amount of variation in rational choice measures regarding cheating intentions.
Researchers have documented the prevalence of academic dishonesty in American higher education. Missing in the literature are studies addressing two-year college faculty concerns. This study sought to determine factors impacting response to academic dishonesty among faculty at a multi-campus, two-year college.

This research investigated faculty: (1) perceptions of the extent of academic dishonesty, (2) perceptions of, and attitudes toward Academic Dishonesty Policy and policy implementation, (3) responses to academic dishonesty, (4) attitudes concerning values education, and (5) attitudes about responsibility for reducing academic dishonesty. Further, differences in perceptions, responses and attitudes among faculty grouped by (1) employment status, (2) campus, (3) years of service, and (4) discipline were considered.

Fifty-three percent of instructional faculty returned usable data on a researcher-designed instrument. Data were analyzed with descriptive statistics and one-way ANOVA techniques adjusted using the Bonferroni method.

Results indicated that faculty: (1) don’t perceive academic dishonesty to be a serious problem, (2) believe themselves to be familiar with current policy and procedure, (3) are not concerned with policy implementation, but have minor concern with personal and ideological issues, (4) believe they have a primary role in values education, (5) have suspected (86%) and been certain of (65%) academic dishonesty in their classroom; (6) don’t regularly follow institutional policy; most handle incidents of cheating and plagiarism alone, (7) believe that the responsibility for reducing academic dishonesty lies primarily with students; and faculty, and (8) statistically significant differences emerged among subgroups (employment status, campus, years of service, discipline) in perceptions of the seriousness of academic dishonesty, and by employment status in concerns with policy implementation.

Implications and recommendations for policy usage, values education, reducing academic dishonesty, multiple campuses and part-time faculty are considered. Recommendations for addressing academic dishonesty at a two-year, multi-campus college, and suggestions for future research are offered.
Anyone who has been associated with an institution of higher education is aware of problems with academic dishonesty. By understanding why and how students cheat, universities can intervene more effectively. By knowing who cheats, universities can know whom to target for intervention. Many studies have discussed the differences in academic dishonesty between males and females and between student group members and nonmembers.

Kibler and Kibler (1993) have focused on self-esteem as a factor with regards to academic dishonesty. Self-esteem has been shown to be negatively related to deviant behavior. However, there is little literature concerning the relation between self-esteem and academic dishonesty.

The purpose of the study was to describe the: (1) relationship between self-esteem and academic dishonesty of college students; and (2) effect of gender and group membership on academic dishonesty.

The sample used in this study was drawn from the undergraduate student population at the University of Houston. A stratified sampling method was used to randomly select 1000 students. The Rosenberg Self-Esteem Scale (Likert-type version) was used to measure self-esteem. McCabe's Academic Integrity Survey was used to measure academic dishonesty.

Although there was a slight negative relationship between self-esteem and academic dishonesty, it was not statistically significant ($r = -.11, p = .077$). The difference in academic dishonesty scores between males and females was not statistically significant ($F = 1.05, p = .306$, adjusted mean for females = 19.32; adjusted mean for males = 20.07). The academic dishonesty scores of college students who were members of student groups was statistically significantly higher than the academic dishonesty scores of college students who were not members of student groups ($F = 12.88, p < .05$, adjusted mean for students not in a group = 18.52; adjusted mean for students in a group = 21.06).

Based on these results, researchers no longer need to study the differences in academic dishonesty between males and females. The results of this study did indicate additional research is needed on the relationship between self-esteem and academic dishonesty and the differences in cheating behavior between students who belong to groups and those who do not.
ACADEMIC DISHONESTY AMONG UNDERGRADUATE JOURNALISM STUDENTS

Title: ACADEMIC DISHONESTY AMONG UNDERGRADUATE JOURNALISM STUDENTS

Author(s): BRASETH, RALPH BERNARD, JR.
Degree: ED.D.
Year: 1996
Pages: 00133

Institution: THE UNIVERSITY OF MISSISSIPPI; 0131
Advisor: Directors: RANDALL V. BASS; JIM A. CHAMBLESS
Source: DAI, 57, no. 07A, (1996): 2890

Abstract: A large number of undergraduate college students cheat in their studies. Depending on the particular research study and the year it was conducted, between 40% and 90% of college students engage in academic dishonesty. While the academic dishonesty body of literature is extensive, little research has been done in the area of undergraduate journalism education.

The purpose of this survey research study was to determine and compare the differences in the incidence of academic dishonesty between class levels, gender, student affiliation (Greek and non-Greek), and journalism majors (print versus broadcast). Additionally, the survey instrument was designed to detect differences in journalism student attitudes toward cheating in college.

The population for this study involved undergraduate students enrolled in University of Mississippi journalism courses during the 1995/1996 academic school year. Two hundred seventeen students successfully completed the survey instrument. Demographic data were compiled and analyzed using non-parametric statistics.

A one-way analysis of variance (ANOVA) and t-tests were used to measure student attitudes toward 21 different examples of cheating behaviors. Cumulative Likert scale data was compiled for each of the four measured groups (class level, gender, affiliation, and major).

Respondents answered three questions concerning specific cheating behaviors over the course of the academic school year. Chi-square and descriptive statistics were utilized to measure the cheating behavior differences between class level, gender, affiliation, and journalism majors. Respondents also answered questions regarding cheating in high school and about getting caught cheating in college. Responses were analyzed using chi-square and non-parametric statistics.

The ANOVA and t-tests showed no statistical difference in student cheating attitudes between class level, gender, and major. However a significant difference was found in student attitudes toward cheating between Greek affiliated and independent students.

The chi-square statistics generated showed significant differences in actual cheating behaviors between males and females, between Greek affiliated and independent students, and between print and broadcast journalism majors. The chi-square results revealed no significant difference between class level.

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This study examined the influence of institutional honor codes on student attitudes and behavior related to academic dishonesty at three state-assisted universities. Research questions that guided the project included: What is the impact of an honor code on students' values related to academic integrity? Does an academic honor code influence student behavior related to academic integrity? How do students describe the academic environment of their institutions? Do students value the honor code at their institutions? How does student culture influence academic honesty?

Qualitative research methods were employed. Students, faculty, and staff were interviewed individually or in small groups. Data were collected during two visits to each of the three campuses. The three universities were the University of South Carolina at Columbia, the University of North Carolina at Charlotte, and James Madison University. A total of 231 students, 34 faculty, and 37 staff members participated. In addition to responses from students, faculty, and staff, data were collected through observation and document analysis, then analyzed to discover salient patterns and themes. The findings were presented to campus representatives during the second campus visit for verification and elaboration.

The findings support five conclusions: (1) Existence of an academic honor code is not by itself a deterrent to academic dishonesty; (2) Students are less likely to cheat if they perceive that faculty will enforce academic standards; (3) When students perceive that the campus culture permits cheating, they are more likely to cheat; (4) Knowledge of what constitutes academic dishonesty does not influence student behavior; and (5) Faculty and students cite different reasons for student cheating.

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Title: ACADEMIC DISHONESTY AND MORAL DEVELOPMENT: THEORY REVISITED (CHEATING)

Author(s): RATNER, JULIE

Degree: ED.D.

Year: 1996

Pages: 00267

Institution: COLUMBIA UNIVERSITY TEACHERS COLLEGE; 0055

Advisor: Sponsor: DAWN PERSON


Abstract: While much has been written about academic dishonesty, there have been no studies that asked students for their thoughts about what constitutes cheating. The purpose of this study was to solicit from students their definitions of cheating, and to analyze those definitions through the lens of cognitive developmental theory.

Conducted at the urban campus of a large, comprehensive, private university, 140 students participated in this study. Four instruments were used in the data collection: (a) In Your Own Words, a questionnaire which asked four questions directly related to academic dishonesty and students' perceptions of cheating; (b) The Learning Environment Preferences to ascertain cognitive development level; (c) The Defining Issues Test, to ascertain moral development level; and (d) a fable dilemma from Aesop and an academic dishonesty dilemma. Responses to the questions asked in the first and fourth instruments were coded for emergent theme, voice orientation, and moral development level.

Analysis of the self-generated definitions revealed three different patterns of thematic content: defrauding, violation of standards, and concrete behavior. A chi-square analysis of gender and the emergent themes indicated that significantly more women wrote definitions that reflected “concrete behaviors,” and significantly more men wrote definitions that reflected “defrauding.” Coding for voice indicated a significant preference for the justice/rights voice over the care/relation voice regardless of the sex of the respondent. Almost 75% of the definitions were coded at a pre-conventional level of moral development: slightly more than 25% were at a conventional level. Coded according to criteria established by Kohlberg and Gilligan, Pre-Conventional definitions were neither critical nor complex, indicated concern with satisfying one’s own needs, pragmatic focus on oneself, and little awareness of others’ needs. Conventional definitions revealed awareness that cheating is harmful to oneself and others, understanding of societal standards, appreciation of the importance of relationships, and recognition that cheating violates trust.

Findings from this study have implications for student affairs professionals. Knowledge of how students think about cheating and differences based on sex adds to the understanding of students and creates an opportunity to act proactively.
The purpose of this study was to determine if the neutralization theory of juvenile delinquency developed by Gresham Sykes and David Matza and extended by Klockars and Minor could be used to describe the reasons for cheating, and whether gender differences existed in the relationship between neutralization and cheating. Seven neutralization techniques were examined: denial of responsibility, denial of injury, denial of victim, condemnation of the condemners, appeal to higher loyalties, defense of necessity, and metaphor of the ledger.

The population for the study was 25,073 undergraduate students at a large southeastern graduate research institution. The sample consisted of 410 students in ten different courses. The study was conducted by a two-part questionnaire. Part I, administered at the beginning of the semester, assessed the rate at which these students subscribed to seven types of neutralization. Part II, administered at the end of the semester, asked the respondents to self-report how many times they had engaged in ten types of cheating during the semester.

Responses to the 19 neutralization statements in Part I were examined in relation to assignment to the seven types of neutralization. Internal consistency coefficients were calculated for each scale using Cronbach’s alpha. A confirmatory factor model corresponding to the assignment of statements to techniques was estimated. Fit statistics and internal measures of reliability were then examined. Factor analysis was performed on the responses to the ten academic dishonesty questions in Part II in order to classify responses into three general types of cheating; lazy, impulsive and premeditated. Gender differences in the use of neutralization was examined through a MANOVA. Poisson regression was then performed on models including gender, neutralization technique and gender by neutralization technique for each of the types of cheating. Additionally, a model for total number of cheating acts was estimated.

The findings of this research provided some support for the view that students who subscribe to neutralization cheat more than those who do not. Results showed that males and females subscribed to different types of neutralization at different levels, males engaged in more cheating than females due to higher neutralization scores, the relationship between neutralization types and the types of cheating in which students engaged differed by gender, and a strong interaction effect existed between gender and neutralization.
Title: ACADEMIC DISHONESTY: FACULTY PERSPECTIVES (CHEATING)

Author(s): SEIRUP-PINCUS, HOLLY JOY
Degree: ED.D.
Year: 1995
Pages: 00243
Institution: HOFSTRA UNIVERSITY; 0086
Advisor: Chair: CHAROL SHAKESHAFT
Source: DAI, 56, no. 05A, (1995): 1682

Abstract:
Academic integrity is one of the fundamental values of higher education. Some elements of academic dishonesty appear to be clear to all members of the campus community (e.g., purchasing term papers, stealing a test), whereas other, more ambiguous, behaviors (e.g., submitting the same term paper to two classes, utilizing a test file) are unclear and spark debate.

The purpose of this research was to examine faculty perceptions of academic dishonesty and whether perceptions differ based upon status, sex, rank, primary teaching emphasis, tenure status, and/or division.

To uncover these perceptions, 150 full-time and 150 part-time faculty members at Hofstra University were randomly selected and surveyed during the Fall 1994 semester. Two versions of the data collection instrument were developed based on 28 examples of academically dishonest behaviors. The multidimensional scaling (MDS) version utilized pairwise similarity ratings. The rating scale version utilized 10 bipolar ratings scales which were used to validate the MDS findings. Using mail survey techniques, an overall response rate of 71% (212) was attained.

The results of the multidimensional scaling analysis coupled with the bipolar rating scales indicated that faculty perceive academically dishonest behavior in two dimensions. The first was interpreted as Seriousness. The second, although not as clear, was interpreted as Type of assignment.

No statistically significant differences in faculty perception of academic dishonesty were found due to status, sex, rank, tenure status, primary teaching emphasis, and/or division.

As a group, 80% of the faculty reported that they had encountered academic dishonesty in their classroom. Full-time faculty reported encountering incidents of academic dishonesty more often than those who were part-time. The three behaviors most commonly encountered were plagiarism, copying material without proper footnotes, and students sharing answers during an exam.

Academic dishonesty is a very serious problem in higher education today. It is an issue which needs to be discussed among all members of the campus community. Definitions need to be clear and articulated to students and faculty. Policy needs to be reviewed periodically, taking into consideration that faculty view this issue on a continuum of seriousness.
The purpose of this study was to investigate and measure the effects of knowledge of the impropriety of cheating (its inherent wrongness), knowledge of the nature of cheating (its definition/types), and knowledge of the harmful results of cheating (its negative personal/social consequences) upon sixth grade student academic honesty behavior. The quasi-experimental design randomly assigned twenty homeroom classes to eight control and twelve treatment groups. Control homerooms continued routine class activities; meanwhile, treatment homerooms participated in lessons (audio-visuals/reading packets) that inculcated the impropriety, definition/nature, and harmful consequences of academic dishonesty. This study specifically addressed behavior towards cheating as two distinct dependent variables: cheaters/non-cheaters binary variable; number of test items with cheating variable. The three independent variables studied were treatment variable (2 levels: control and treatment); gender variable (2 levels: male and female); test condition variable (3 levels: test doesn't count, test counts, test reward).

Both pre-test (covariate) and post-test were spelling subtests of the Metropolitan Achievement Test 6. These were administered, photo-copied, and returned for student self-correction. Corrected originals were then compared with the photocopies using ANCOVA, which demonstrated significance for the binary dependent variable. Thus, untreated subjects were more likely to be cheaters than treated subjects. A similar effect occurred for the number of items with cheating dependent variable, in that untreated subjects cheated on more test items than treated subjects. Also, a significant gender main effect resulted regarding this latter dependent variable; boys cheated on more test items than girls.

Because subjects were treated within homerooms, LEVEL (a computer program) analyzed homeroom groups. Treatment did significantly reduce homeroom (group results) cheating for both dependent variable measures.

All 412 subjects completed an informal, qualitative, researcher-designed attitude towards cheating survey. ANOVA results showed no treatment significance regarding student attitude towards cheating.

The conclusions of this academic dishonesty research are discussed and recommendations for further study are made.
Title: THE RELATIONSHIP BETWEEN MORAL JUDGEMENT DEVELOPMENT AND ACADEMIC DISHONESTY IN COMMUNITY COLLEGE STUDENTS

Author(s): SCHORK, JAMES EDWARD

Degree: ED.D.
Year: 1994
Pages: 00150

Institution: NORTHERN ILLINOIS UNIVERSITY; 0162
Advisor: Co-directors: ROBERT NEJEDLO; FRANCESCA GIORDANO
Source: DAI, 56, no. 01A, (1994): 0097

Abstract:
This study investigated the relationship between level of moral judgment development and level of participation in three types of academic dishonesty among a sample of 125 community college students. Multiple regression techniques were employed to examine the relationships between each of these variables and subjects': age, gender, credit hours completed, full-time versus part-time student status, 2-year nontransfer versus 4-year transfer program status, number of hours per week employment, and number of hours per week involvement in extracurricular activities. The relationships between subject's level of utilization of justice-based concepts in moral decision making and each of the above listed demographic variables were also examined.

The Defining Issues Test, an objective measure based on Kohlberg's theory of moral development, was used to assess level of moral judgment development and level of utilization of justice-based concepts in moral decision making. Level of participation in the three types of academic dishonesty was assessed with the Survey of Academic Dishonesty, a self-report instrument which was developed specifically for use in this study.

The results of the study failed to support the hypothesized inverse relationship between level of moral judgment development and level of participation in academic dishonesty. Subjects' age was found to positively correlate with level of moral judgment development and negatively correlate with level of participation in all three types of academic dishonesty. Subjects' gender was found to account for a significant amount of variance beyond that accounted for by age alone in one of the three types of academic dishonesty.

Failure to find support for the hypothesized relationship between level of moral judgment development and level of participation in academic dishonesty was interpreted as an indication that other variables in addition to level of moral judgment development may play important roles in the ultimate production of behavior. These other variables may include such factors as subjects' moral sensitivity, moral motivation, and ego strength. The potential role of social learning theory variables is also considered.

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Concern continues in academia about academic dishonesty, and particularly about student plagiarism. While many researchers have studied this phenomenon from the student's viewpoint, few have explored or catalogued faculty opinions about and strategies for responding to plagiarism. This qualitative study synthesizes the responses gained from fourteen faculty in the English department of a large, public, Southern university. Results are divided into the various influences on faculty regarding plagiarism, the variety of strategies they use in dealing with plagiarism, the interactions they have with their peers regarding plagiarism, and their opinions about the diversity of responses.

Influences on faculty members include their definition of plagiarism, their opinion about why it is wrong, their assumptions about why students plagiarize, and student attitudes and reactions to being confronted about plagiarism. However, the most striking influence on faculty attitudes and strategies was the dominant personal priority demonstrated in relation to plagiarism. Four different priorities were found: avoidance of confrontation and conflict; preserving the professor's time for other work; benefiting the student; and delivering retributive justice.

Strategies were divided and discussed in the following categories: prevention, detection, investigation, confrontation, and outcomes. Variability existed within each category, and some parallels between strategies and influences are highlighted. Faculty responses revealed that they were more likely to know who agreed with them than who disagreed; many assumed no one felt differently.

The overarching theme of this study is that diversity is the reality of faculty life, and faculty value their individual autonomy more than a consistent response to plagiarism that might lessen its occurrence. Further study might help isolate patterns and relationships between influences and strategies, discover what strategies are most effective in preventing plagiarism and decreasing recidivism, and explore how the four faculty priorities affect other facets of their professional life. Suggestions for action include faculty training about student moral development and misbehavior, and colloquia for faculty to discuss the definition and meaning of plagiarism, and the purposes they seek to achieve in responding to it.
Title: GRADUATE TEACHING ASSISTANTS' ATTITUDES TOWARD AND RESPONSES TO ACADEMIC DISHONESTY (TEACHING ASSISTANTS)

Author(s): DANIELL, SUSAN J.

Degree: ED.D.

Year: 1993

Pages: 00192

Institution: UNIVERSITY OF GEORGIA; 0077

Advisor: Director: D. PARKER YOUNG

Source: DAI, 54, no. 06A, (1993): 2065

Abstract: The distressing presence of academic dishonesty on college and university campuses is readily acknowledged by students, faculty members and administrators in higher education. Research indicates that from 40 to 80 percent of undergraduate students have engaged in some kind of academically dishonest behavior during their college enrollment.

Research on academic dishonesty has, for the most part, queried faculty members and students. Researchers have overlooked the attitudes and opinions of a large campus constituency—graduate teaching assistants (GTAs). Thus, given the serious nature of academic dishonesty in academe, the heavy instructional load carried by GTAs, and the paucity of research with this population, an investigation of GTAs' attitudes and responses to academic dishonesty was undertaken.

The four major purposes of this research were: (1) to determine GTAs attitudes toward academic dishonesty; (2) to ascertain their responses to observed incidents of academic dishonesty; (3) to determine instructional strategies employed to reduce cheating; and (4) to assess GTAs' needs for information regarding academic dishonesty. Standard survey research methodology was employed to gather data addressing these purposes.

A researcher designed instrument was distributed to 631 GTAs with classroom and/or laboratory teaching responsibility at a large public research institution. Individuals representing 46 academic departments participated. The response rate was 79.24%, and data was analyzed utilizing basic descriptive statistics. Results of data analysis for the total population and for seven subgroups of the population (gender, citizenship, academic discipline, instructional setting, instructional responsibility, degree program, and professional goal) were reported.

Major findings of this research included: (1) considerable agreement across subgroups of the population as to the seriousness of behaviors considered academically dishonest; (2) a small percentage of GTAs dealt with incidents of academic dishonesty in accordance with institutional policies and procedures; (3) GTAs expressed needs for information regarding institutional policies and procedures, professional conduct when observing academic dishonesty, instructional strategies, and legal issues related to academic dishonesty; and (4) international GTAs had unique needs for information and support regarding academic dishonesty issues.

Implications and recommendations for institutional policy development and implementation, and GTA training and support are addressed. Suggestions for additional research on academic dishonesty and academic integrity are presented.

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Throughout the history of higher education in America, society has called for an increased emphasis on the values that colleges and universities teach their students. The honor code stands as an active values statement of a college or university that can guide students, faculty, and staff in their academic and extracurricular pursuits. The purpose of this study is to determine the viability, effectiveness, and future uses of honor codes within institutions of higher education. A case study was used to study the various types of processes, people, places, and practices that were needed in the exploration of honor codes. Site visits were conducted at six institutions of higher education in the Southeast. Formal interviews of participants included faculty members, students, student affairs staff, and recent alumni or alumnae. Other data collection procedures included observations, informal interviews, and document analysis. An individual case study for each school was formed to allow for the interpretation of each institution's culture, beliefs, and feelings about its honor code. A final cross-case analysis was used to develop conclusions of the relevant findings from the six institutions. The final conclusions were broken down into five domains: (a) mission and purpose of honor codes, (b) benefits of honor codes, (c) problems with honor codes, (d) strategies of effective honor codes, and (e) future implications of honor codes. Results of the study concluded that an honor code's effectiveness was based on the history, social aspects, and culture of an institution. Institutional characteristics along with a strong sense of tradition increase an honor code's effectiveness. Honor codes provide various benefits to institutions including reduced academic dishonesty, indirectly fostering moral development, increasing student involvement, and creating trusting environments. Honor codes are not without their problems, such as lack of enforcement by students, limited scope of effectiveness, and faculty adjudication concerns. Strategies for effective honor codes are conducted in-class, out-of-class, and on a continual basis. Although the future of honor codes at each of the six participating institutions varies, an honor code can be used as a readily identifiable source for developing an academic integrity policy.
Title: ASSESSMENT OF ACADEMIC DISHONESTY IN A COMMUNITY COLLEGE: AN APPLICATION OF THE RANDOMIZED RESPONSE TECHNIQUE

Author(s): MATHEWS, SARAE SUSAN
Degree: ED.D.
Year: 1992
Pages: 00088
Institution: UNIVERSITY OF MIAMI; 0125
Advisor: Supervisor: GILBERT CUEVAS
Source: DAI, 54, no. 01A, (1992): 0067

Abstract: The purpose of this study was to estimate the extent to which cheating behaviors occur among mathematics students at a community college. The study was conducted at the Kendall Campus of Miami-Dade Community College, during the Winter term, 1992.

A pilot study compared the reported rate of cheating among 47 upper-level mathematics students and 46 mathematically underprepared students using direct questioning and the randomized response technique. The forced alternative randomized response technique was employed to assess attitudes held about cheating and to estimate reported rates of cheating among 298 community college mathematics students. Factors related to cheating such as age, gender, birthplace, religiosity, membership in a religious organization, involvement in extracurricular activities, and self-perception of honesty were also explored. Hypotheses were tested using chi square tests of independence, frequency distributions, z-tests for significance, and a randomized response formula.

The estimated percent of mathematics students who report that they cheated while attending M-DCC was 31%. The forced alternative randomized response technique was found to have utility in a group setting. Direct questioning underestimated the reported rate of cheating; however, differences were not statistically significant.

Upper-level mathematics students reported they cheated at the same rate as mathematically underprepared students. Calculus students were less likely to report someone for cheating. Males, students under 25 years old, and students born abroad also agreed that reporting cheating was worse than actually cheating. Students who reported they had cheated were more likely to be formally affiliated with a religious organization. Reported rate of cheating was inversely related to self-perception of honesty. Students over 25 years of age were the least likely to cheat.

Recommendations included: further investigation of the randomized response technique, particularly where the actual incidence of the sensitive behavior can be determined and compared with the estimated proportions; a comparison of cheating behaviors and attitudes among younger students and older students; and research to clarify the relationship between cheating and religiosity.
Research on academic dishonesty supports the contention that academic dishonesty is a student development dilemma. Yet the literature also supports the contention that higher education institutions appear to address academic dishonesty as a behavioral problem, employing a student services perspective rather than a student development perspective. This study resulted in the development of a framework that enabled an assessment of how institutions currently address academic dishonesty.

The purpose of this study was to: describe current practice regarding how institutions address academic dishonesty in terms of ethos, policies and programs; assess the extent to which those practices were student developmental in nature; and determine whether judicial officers believed those practices should be student developmental in nature.

Survey research methodology was used for gathering and reporting the data. The research population was the 300 four-year public and private colleges and universities that were members of the Association for Student Judicial Affairs at the time of this study. The framework and questionnaire identified seven intervention components: honor codes; communication; training; faculty assistance; disciplinary policies; disciplinary process/programs; and promotion of academic integrity. A usable response rate of 66.1% (84.1% for public institutions; 47.6% for private institutions) was achieved.

Disciplinary policies that addressed academic dishonesty from a legal/due process viewpoint rather than a student development perspective were very prevalent. Programs to promote academic integrity were not prevalent. The most common disciplinary sanctions utilized to address academic dishonesty were punitive rather than developmental. Judicial officers do believe that academic dishonesty, including responding to student offenders, should be addressed from a student development perspective. In general, based on the framework from this study, there is little emphasis on the student development perspective in addressing academic dishonesty.
Title: A COMPARISON OF FACULTY AND STUDENTS' ATTITUDES TOWARD ACADEMIC CHEATING (CHEATING)

Author(s): BISHOP, CARRINE HARRIS

Degree: PH.D.
Year: 1992
Pages: 00094

Institution: THE UNIVERSITY OF MISSISSIPPI; 0131
Advisor: Director: FRANKLIN E. MOAK

Abstract: The purpose of this study was to survey and compare the attitudes of faculty and students towards academic cheating. Additionally, this study was concerned with the following issues related to academic cheating: (a) why college students cheat, (b) definition of cheating, and (c) forms of academic cheating. The data used in this study were obtained through a survey of 59 stratified faculty members and from 221 stratified undergraduate students enrolled at a public university in Mississippi. A questionnaire was developed by the investigator using items that were used by Jendreck (1989) in a previous study. This survey questionnaire consisted of two parts. Part one required demographic data and part two consisted of 20 likert-type response items.

The data collected were presented to show the respondents' degrees of agreement or disagreement with each of the twenty statements made in the questionnaire. Analysis of data consisted of frequency distribution and percentage. Chi-square was used to analyze the data for this study.

Analysis of the data led to the following conclusions: (1) Faculty members agreed to all of the twenty faculty reaction to academic dishonesty statements. (2) Students agreed to eighteen of the twenty items of the faculty reaction to academic dishonesty statements. (3) Of the twenty statements on the faculty reaction to academic dishonest questionnaire, faculty and students agreed to one statement: "Having another student take an exam for you is a serious form of cheating."

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Title: THE PROBLEMATICS OF PLAGIARISM (CHEATING)

Author(s): WIKOFF, KATHERINE HENNESSEY

Degree: PH.D.

Year: 1992

Pages: 00261

Institution: THE UNIVERSITY OF WISCONSIN - MILWAUKEE; 0263

Advisor: Supervisor: CHARLES I. SCHUSTER

Source: DAI, 53, no. 05A, (1992): 1499

Abstract: This dissertation traces the historical development of the plagiarism as a concept and analyzes the way it is presently defined by universities. One of the more serious problems discussed is that plagiarism is defined as an intentional act of dishonesty but is described in terms of unintentional errors in proper citation procedures. Because teachers and administrators realize that not all acts of appropriation are necessarily intentional acts of dishonesty, there is a reluctance to punish any such behavior at all—a reluctance which undermines the integrity of the academic community. Examining appropriation activity more carefully in order to understand its rhetorical contexts can clarify what is and is not plagiarism, thus enabling teachers and administrators to feel comfortable accepting certain behaviors while punishing others.

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Title: SPECIFYING NEUTRALIZATION THEORY: AN EMPIRICAL TEST (ACADEMIC DISHONESTY, DELINQUENCY)

Author(s): CHIANG, CHAU-PU

Degree: PH.D.
Year: 1991
Pages: 00142

Institution: WASHINGTON STATE UNIVERSITY; 0251
Advisor: Chair: DAVID A. WARD

Abstract: A review of the literature indicates that prior neutralization studies have failed to examine the relationship between delinquency and neutralization techniques under varying social conditions. By using an integration of neutralization, social control, and containment theories, this study attempted to determine whether the relationship between neutralization techniques and academic dishonesty varied under different levels of internal and external control as well as by sex of the respondent. This study utilized the self-grading of classroom exams as an indicator of actual dishonest behavior. Two independent excuse making scales emerged after factor analyzing five neutralization techniques. ExcuseS were the excuses relating to students’ self-oriented justifications for denying responsibility for their dishonesty and injury to others that might result from their dishonest behavior. ExcuseT were teacher-oriented justifications for cheating. They aimed at undermining the authority and credibility of teachers. Using a probit analysis, the data indicated that the relationship between academic dishonesty and neutralization techniques varied under differing levels of internal and external control and sex of the respondent. Even so, the findings were by no means consistent with the theory suggesting the need for more refined measures of the relevant variables in future studies.

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The purpose was to examine undergraduates' perceptions of the nature, frequency, and possible justification of dishonest behaviors in relation to ethnicity (African-American, White American) and religious involvement (low, medium and high).

Fifteen dishonest behaviors were presented. Those rated "definitely cheating" were: taking an exam for another student, copying from someone's exam, giving or receiving signals and/or answers during an exam, using unauthorized exam notes, turning in a commercially prepared paper or one written by another student.

Behaviors considered "probably cheating" were: bringing information to an exam on a disc, arranging seating in advance to facilitate copying, turning in another student's computer program or illegally accessing a program, copying from a source without footnoting, adding unused items to a bibliography, getting answers to previously administered exams, and unauthorized collaboration on assignments.

Perceptions of dishonesty did not differ by ethnicity. However, students who participated less in religious activities were less likely than more involved students to consider the following behaviors to be cheating: copying without footnoting and unauthorized collaboration.

When frequency of dishonest behaviors was examined, at least 50 to 60 percent of students overall indicated that the following actions occurred "a great deal" or "a fair amount": unauthorized collaboration, getting answers to previously administered exams, and copying without footnoting. Items categorized as infrequent were: taking an exam for another student, copying from someone's exam, and giving or receiving signals and/or answers during an exam. Few differences were found when comparisons were made based upon ethnicity and religious involvement.

Students overall agreed that cheating was never justified under any circumstances. African-Americans were slightly but significantly more likely to agree that cheating is sometimes justified to pass a course, to stay in school, to receive a better grade, to pass a course for graduation, to keep a scholarship, or when a friend asks for help. Finally, when compared to most other students in the study, African-Americans students who were least involved in religious activities were not as likely to agree that cheating is never justified under any circumstances. Results are discussed in terms of previous findings reported in the literature.
A survey of baccalaureate degree-granting institutions in Texas (N = 74) was conducted to learn information about the number of disciplinary dismissals and infractions which result in dismissal. Data were collected about types of disciplinary dismissal currently utilized by institutions and current documentation practices on the student transcript. The survey solicited the respondents' views toward standardizing these documentation practices.

Results of this study indicate that more than half the institutions surveyed average between one and four disciplinary dismissals each year, with drug and alcohol-related offenses topping the list of infractions resulting in dismissal in the past 3 years. Institutions reported academic dishonesty, submission of fraudulent records, theft, and physical assault all resulting in dismissal in at least one third of the institutions surveyed. Fifty-five percent of the surveyed institutions note disciplinary dismissals on student transcripts either all of the time, or under certain specific circumstances. Forty-five percent of the institutions do not document disciplinary dismissals on student transcripts. A majority of institutions agree that uniformity of practice is important in documenting disciplinary dismissals on students' transcripts.

Recommendations include adapting transcript forms to state the institutional practice concerning documenting disciplinary dismissals. The documentation issue also needs the attention of professional associations toward a goal of consistency.
A recent national cohort of college students was used to test a new model for understanding what leads students to cheat and to determine which college environments are most and least effective in handling cheating problems. The major hypotheses concerned the likely effects of three personal traits on cheating behavior: Drive and Ambition, Academic Self-Concept, and Effort. Longitudinal data from the Cooperative Institutional Research Program's freshman and follow-up surveys were used to compare information about student's personal qualities, students' demographic characteristics, precollege and college activities with three measures of cheating: cheating on examinations, copying homework, and a combined measure of cheating constructed from both measures. Relevant information about administrative practices employed to discourage cheating was collected using an administrative climate survey sent to the 446 institutions attended by the students.

Following the "input / environment / output" model, "blocked," stepwise regression analysis was used to determine the predictors of cheating behavior by entering the independent variables into regressions according to their temporal order of occurrence.

Eighteen percent of the respondents admitted cheating on an examination and 29% admitted copying homework during their first two years of college.

Results of the multivariate analyses generally confirmed the major hypotheses: Cheating is negatively associated with both Academic Self-Concept and Effort and positively associated with Drive and Ambition. The findings suggest, however, that Drive and Ambition might be more appropriately labeled as "materialism." The data also suggest that: the positive effect of materialism on cheating is magnified if the student also has low academic self-esteem and displays a low level of effort.

Reasons for attending college are important predictors: students who attend college primarily to learn cheat less and those who attend college primarily to make money cheat more. Those students who are overly involved in "hedonistic" types of activities in college cheat more.

Institutions with honor systems, explicit academic honesty codes, special academic honesty handouts, adjudication boards composed of students or faculty, and harsh sanctions tend to have less cheating. Institutions with the most cheating use proctor systems, handle cases through a separate administrative office, and remind students during a test not to cheat.
The construct validity, criterion-related validity, and test-retest reliability of a paper and pencil preemployment screening honesty test was evaluated, using 547 college students as participants. Construct validity was examined by several personality and attitudinal measures: Eysenck Personality Questionnaire, Owens Biographical Questionnaire, Adjective Checklist, Crowne-Marlowe social desirability scale, Protestant work ethic scales, and a series of deviant behavior scales. Final results, based on a series of multiple regression techniques, revealed that Phase II honesty score could best be predicted by a set of the preceding variables. For males, the best predictors of honesty were: psychoticism, self-control, parental warmth, academic achievement, social desirability, anti-work ethic attitudes, attitudes dealing with percentages of the population who have engaged in certain deviant acts, and estimated chances of getting caught stealing something from work. For female participants, the best set of predictors were maternal warmth, nurturing parent, need for achievement, social desirability, high origence/low intelligence, extraversion, neuroticism, consequences associated with stealing on the job, probability of getting caught cheating in an academic situation, attitudes dealing with percentages of the population who would engage in deviant acts if they knew they could get away with it, and attitudes dealing with what would an instructor do if he/she catches a student cheating. Due to a lack of published articles in the area of paper and pencil honesty testing, parallels were drawn to the general research literature.

To evaluate a form of criterion-related validity, the relationship between a probability assessment of academic dishonesty and the integrity score was examined. The results revealed a statistically significant relationship. The greater the probability that a student had the same wrong answers as another student, sitting in proximity, the lower the integrity score. Test-retest reliability of the paper and pencil honesty test yielded a stability coefficient of .91 with a three-week time interval. The internal consistency of the Phase II profile was estimated at .84. These results were interpreted following the APA's guidelines for the use of personnel selection tests.
To determine whether there were differences between foreign (Arab) and American student attitudes toward academic dishonesty in Oregon State University, a seventy-eight item questionnaire designed by Kirk, (1970) was adapted and administered to two hundred and eighty Arab and American graduate and undergraduate students. Three aspects of academic dishonesty were examined: (1) behaviors which constitute cheating, (2) the recommended punishment for the cheating behavior, and (3) the academic settings in which cheating occurs.

Selected Findings. A two-way analysis of variance revealed that: (1) There was no difference between Arab and American students' attitudes toward behaviors which constitute cheating, (2) there was statistically significant difference between graduate and undergraduate students' attitudes regarding cheating behaviors. Undergraduates did not consider many behaviors to be cheating, while graduate students did consider such behaviors as cheating, (3) there was statistically significant difference between Arab and American students recommended punishment. Arab students were less severe in their recommended punishment of the cheating behavior, and (4) there was statistically significant nationality and class level difference toward the academic settings in which cheating occurs. American students considered most of the behaviors as cheating irrespective of the actions of the teacher. Graduate students also considered most of students' behaviors as cheating.

Findings of this study suggest that Arab students were apparently influenced by their cultural background as reflected in their lower mean scores in attitude and recommended punishment of the cheating behaviors.

Selected Recommendations. Based on the findings of this study, the following recommendations were made: (1) Colleges and universities should develop and publish a comprehensive statement on academic dishonesty, (2) Students, especially international, should be told that instructors are watching for incidents of cheating, and that punishment will be related to the severity of the cheating incident, (3) Academic integrity should be stressed, with special emphasis on the school definition of unacceptable academic behaviors, regardless of the cultural background of students, (4) Provisions should be made to encourage students to report cheating incidents and to protect their anonymity in the process, and (5) Research should be conducted with other foreign student groups to examine the generalizability of the findings of this study.
Title: A MODEL FOR PROVIDING FACULTY MEMBERS AT PRIVATE COLLEGES AND UNIVERSITIES GUIDELINES FOR DEALING WITH INCIDENTS OF ACADEMIC DISHONESTY

Author(s): VETSTEIN, HARVEY

Degree: ED.D.

Year: 1986

Pages: 00162

Institution: NORTHEASTERN UNIVERSITY; 0160

Source: DAI, 47, no. 10A, (1986): 3682

Abstract: The purpose of this dissertation was to create a model or reference guide for faculty members at private colleges and institutions to deal with incidents of student academic dishonesty. On one hand, the model provides options for the faculty member when he/she discovers cheating has occurred. The model includes the institution's policies and procedures, as well as its code of student conduct. The faculty is also apprised of "due process" considerations with regard to students who deny cheating, as well as suggestions faculty members could use to deter cheating.

The dissertation is both historical and descriptive in scope, tracing background information regarding causes of cheating and how faculty and institutions have dealt with this problem. The model includes a study of faculty and administrative responses to surveys regarding their experiences in dealing with cheating. While more will be discussed regarding the survey in the "Design of the Study" section, the author found that those responses, coupled with a review of the literature, provided a great deal of information in creating the model.

Once designed, the model was sent out to six jurors (see "Design of the Study") who have experience in dealing with academic dishonesty, soliciting their views, as well as suggestions for changes and/or modifications.

Lastly, while the survey of 200 faculty was confined to Northeastern University, the survey for administrators was completed by disciplinary officers at twenty other New England private colleges and universities.

As stated earlier, the model was developed for private institutions; however, the author feels that faculty and administrators at public institutions will be aided by the model as well, because much of the model will not concern itself with state and federal law alone regarding due process issues, and because of common problems faculty at public institutions share regarding academic dishonesty.
The purpose of this study was four-fold: the identification of behaviors perceived as academically honest by faculty and six levels of nursing students, to determine differences between faculty and students, to determine differences between graduate and undergraduate students, and to determine differences in consequences proposed by faculty and students.

The population of the study was thirty-seven faculty members and 381 students in the University of Texas at Arlington School of Nursing in October and November of 1985.

A survey instrument was developed to gather the data for this study. The instrument was judged by a panel of nurse educators who hold doctorates. They were asked to review the instrument for completeness, content validation, and clarity.

The final instrument was administered to students and faculty. A minimum return of sixty-five percent was required for continuing the study. The final return was sixty-nine percent of the faculty and 68.77% of the students. The data were tabulated and analyzed utilizing the Mann-Whitney U test for independence, the Kruskal-Wallis One Way Analysis of Variance, medians, and percentages. A level of .05 was established to determine critical differences in responses.

An analysis of the findings led to the following conclusions: (1) There are significant differences between student behaviors perceived as honest and dishonest by faculty and students. (2) There was a significant difference between the perceptions of five groups of undergraduate nursing students and a group of graduate students on the honesty or dishonesty of student behaviors. (3) There were statistically significant differences between the consequences proposed by faculty and students for the listed behaviors. The consequences proposed by faculty were more severe than those recommended by the students for a majority of the behaviors listed.
Title: COLLEGE CHEATERS IN AN EDUCATIONAL INTERVENTION PROGRAM: THEIR CHARACTERISTICS, SELF-PERCEPTIONS, AND SUMMATIVE EVALUATION RESPONSES (MORAL REASONING, JUDGMENT, LOCUS OF CONTROL, DEVELOPMENTAL TASKS, VALUES, SELF-ACTUALIZATION)

Author(s): MATHEWS, NANCY IRLE

Degree: ED.D.
Year: 1985
Pages: 00263
Institution: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL.; 0107
Source: DAI, 46, no. 06A, (1985): 1532

Abstract: As an alternative to disciplinary suspension, Louisiana State University implemented an educational intervention program for students found guilty of charges of academic dishonesty as defined by the Code of Student Conduct. The purpose of this study was fourfold: (a) to describe the characteristics of 68 cheaters who participated in the intervention programs over four different semesters, (b) to describe the psychosocial and environmental factors that were perceived by identified students as influencing their decisions to cheat, (c) to determine the extent of change in selected psychological measurements of cheaters upon completion of the program, and (d) to describe cheaters' summative evaluation responses to the program.

The educational intervention program was a twelve-week course that met for a two-hour period weekly and was repeated each semester. The curriculum, which employed a combination of group counseling and lecture-discussion methodologies, included the topics of values, ethical reasoning, locus of control, problem-solving, study skills, time management, and procrastination.

Single-sample chi-square tests revealed that among the cheaters there were significantly more males, students between the ages of 20-23, sophomores through seniors, business and engineering majors, fraternity/sorority members, and international students than were typical of the undergraduate population. Most subgroups of cheaters had lower grade-point averages than relative groups of undergraduates. Psychosocial factors perceived by cheaters to influence cheating differed according to subgroups, but environmental influences were similar for all cheaters.

Cheaters' characteristics were described according to the Defining Issues Test (Rest, 1979), I-E Locus of Control Scale (Rotter, 1966), Myers-Briggs Type Indicator (Myers, 1976), Personal Orientation Inventory (Shostrum, 1974), Rokeach Value Survey (Rokeach, 1973), Student Developmental Task Inventory (Winston, Miller, & Prince, 1979), and the Survey of Study Habits and Attitudes (Brown & Holtzman, 1964). At the conclusion of the program, the inner directed subscore on the Personal Orientation Inventory was observed to increase significantly for males and the total group. Other pre-posttest differences were not significant. Cheaters evaluated the program positively and recommended its continuance to enhance other students' development.
Title: A COMPARISON OF STUDENT ATTITUDES AND PERCEPTIONS REGARDING ACADEMIC DISHONESTY OF SELECTED CLASS GROUPS IN 1980 AND 1983 AT IOWA STATE UNIVERSITY

Author(s): BROWN, DELORES RICE
Degree: PH.D.
Year: 1984
Pages: 00275

Institution: IOWA STATE UNIVERSITY; 0097
Source: DAI, 46, no. 01A, (1984): 0080

Abstract: This study was a replication of a study conducted in 1980 by Barnett and Dalton of freshmen and seniors perceptions and attitudes toward academic dishonesty at Iowa State University. The purpose of this study was to ascertain what changes have occurred in these attitudes and perceptions during the three year period from 1980 to 1983, and to determine how selected variables (college affiliation, classification (year in school), sex, place of residence and size of hometown community) were related to Iowa State students' perceptions and attitudes toward academic dishonesty.

Data were received from 792 respondents in 1980 and from 1011 respondents in 1983. Both studies were conducted during the spring term.

Findings of the study revealed that: More seniors than freshmen reported that some faculty members did not try very hard to catch cheaters and they tend to ignore obvious instances of cheating, more female students than male students believed that some faculty members ignore clear instances of cheating. Over half of the students from the College of Engineering thought some faculty members did not try very hard to catch cheaters, while over half of students from the College of Agriculture thought they did. The majority of the respondents would not report another student for cheating, would look the other way if they observed someone cheating, would feel disgusted toward someone they observed cheating, and did not believe that reporting someone for cheating was worse than cheating. Furthermore, it was revealed that students overall did not perceive academic dishonesty to be a serious problem at Iowa State University.

One of the key findings of this study was that freshmen and seniors perceptions toward academic dishonesty at Iowa State did not change significantly during a three year period.

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The purposes were (1) to determine student attitudes concerning the cause, frequency, method, and punishment of academically dishonest behavior, (2) to determine current behavioral patterns concerning the origin, method, frequency, and student reactions to academically dishonest behavior, and (3) to determine the role of denominational affiliation, religious participation, satisfaction with religious involvement, and importance of religious development in relationship to the practice of academic dishonesty.

The responses of 1,009 students were analyzed using percentages, means, medians, and standard deviations. The chi square statistical test was used to determine significant correlations and relationships for certain specific research questions.

The following conclusions of this study appear to be warranted. (1) The majority of college students have been academically dishonest at some time. (2) The earlier the first incidence of academic dishonesty (academic level), the more often the student will engage in deceptive practices. (3) The majority of students believe that academic dishonesty is commonplace among their peers. (4) The majority of students refuse to report the academic dishonesty of others. (5) Most students are academically dishonest in order to raise poor grades. (6) The student accomplice is considered equally guilty of academic dishonesty. (7) Standard proctoring of examinations is ineffective in identifying academic dishonesty. (8) Students are lenient in their attitudes toward punishment for academic dishonesty. (9) Academically dishonest students are rarely apprehended, which reinforces this behavior. (10) Although religious affiliation has no significant effect on the practice of academic dishonesty, the remaining religious variables do affect certain attitudes and behaviors toward academic dishonesty.
The study was designed to respond to the continuing concern for ethical conduct and to increase our understandings of the moral development of college students and of the extent and scope of academic dishonesty on campus. Kohlberg and other cognitive-developmental theorists base their theories on several assumptions. They are: (a) that structural organizations exist; (b) that these organizations are hierarchical and sequential, and (c) that development is motivated by an individual's interaction with the environment. Moral developmental research describes six stages of development that represent the logical organization or structure of thought, which underlies the manifestation of moral judgments. As people mature and develop, they progress through the stages and view moral dilemmas differently.

It was hypothesized that there is a positive relationship between college students' stage of moral development and the degree of seriousness with which they view academic dishonesty; that there is an inverse relationship between college students' stage of moral development and their participation in forms of academic dishonesty; and that there is an inverse relationship between the degree of seriousness with which college students view academic dishonesty and their participation in forms of dishonesty, and the amount of observed participation by other students in dishonesty. Several ancillary issues were also explored, but no hypotheses were formulated for these issues. Two instruments were used to collect data for this study. The Defining Issues Test, designed and tested by James Rest at the University of Minnesota, was used to assess moral development. The second instrument, the Survey of Academic Dishonesty, was developed specifically for use in this study. Three groups of items in the Survey were used to calculate subscores to assess the attitudes about the seriousness of forms of academic dishonesty, the amount of personal participation in academic dishonesty, and the amount of observed participation by other students in dishonesty. Both instruments were administered to a sample of 146 undergraduate students at the University of Maryland.

Pearson Correlation Coefficients were computed to determine the relationship between moral development, using the P-score, and the "serious score" as a measure of the degree of seriousness with which students view academic dishonesty and the "personal participation score" used as a measure of participation. A Pearson Correlation Coefficient was also computed to determine the relationship between attitude and personal participation. Descriptive statistics and chi-square analyses were used to analyze student characteristics and responses to individual items. Two of the three hypotheses were statistically significant beyond the .05 level. There was a slight relationship between college students' stage of moral development and the degree of seriousness with which they view academic dishonesty and there was an inverse relationship between the degree of seriousness with which students view dishonesty and their participation in forms of academic dishonesty. The results failed to demonstrate a relationship between stage of moral development and personal participation.

Other findings included: the modal stage of moral development was stage 4, conventional thinking; older students and students living off campus were more mature in their moral reasoning than were younger students or students living on campus; cheating associated with examinations was considered to be more serious than cheating on homework or term papers; active forms of cheating was considered to be more serious than the more passive forms; the majority of students would not report incidents of cheating to the appropriate authorities; the majority of students cheat to avoid failure; and older students consider academic dishonesty to be more serious and reported less personal and observed participation in academic dishonesty than did younger students.